DOCUMENT RESUME

ED 447 376 CG 030 475

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TITLE A Pre-Referral System That Defines, Identifies, and Allows for Documenting Interventions for At-Risk Students.
PUB DATE 1999-00-00
NOTE 63p.; Ed.D. Practicum Report, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *At Risk Persons; Early Identification; Elementary Education; *Elementary School Students; Elementary School Teachers; *Evaluation; Inservice Teacher Education; Practicums; *Special Education

ABSTRACT

This paper describes a practicum designed to create a system that would help both counselors and teachers in the process of defining and identifying at-risk students and documenting interventions used with them before referring them for special education assessment. An inservice explaining the process was designed and presented to teachers. Teachers were given time to discuss their at-risk students and deal with the issues involved in the process. Two outcomes were projected for the project: (1) teachers would be able to define at-risk students and state at least 12 characteristics about their behavior; and (2) teachers would document interventions, strategies, and techniques they have used with these students. The results of this process were positive. Analysis of data indicated that teachers were successful in identifying at-risk students following the guidelines and were able to document interventions involving parents and grade level teachers. (Contains 8 appendixes and 27 references.) (JDM)

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ED 447 376

A Pre-Referral System that Defines, Identifies, and Allows for Documenting Interventions for At-Risk Students

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Cluster 89

A Practicum I Report Presented to
The Ed. D Program In Child and Youth Studies
In Partial Fulfillment of the Requirements
For the Degree of Doctor of Education

Nova Southeastern University
1999

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Table of Content

Page

Acknowledgments iii

Abstract v

Chapter I: Introduction 1
- Description of Community 1
- Writer's Work Setting 1
- Writer's Role 3

Chapter II: Study of the Problem 5
- Problem Statement 5
- Problem Description 5
- Problem Documentation 6
- Causative Analysis 8
- Relationship of the Problem to the Literature 9

Chapter III: Anticipated Outcomes and Evaluation Instruments 18
- Goals and Expectations 18
- Expected Outcomes 18
- Measurement of Outcomes 18

Chapter IV: Solution Strategy 19
- Discussion and Evaluation of Solution 19
- Description of Selected Solution 23
- Report of Action Taken 24

Chapter V: Results
- Results 29
- Discussion 30
- Recommendation 31
- Dissemination 32

References: 33

Appendices: 36
- A. Checklist for Identifying the Potential Dropout 37
- B. What is Your School Climate? 39
- C. How Much Do you Know About Your Pupils? 41

D. Early Identification of a Potential Dropout.....43
E. Definition of At-Risk Students.....45
F. Flow Chart of At-Risk Students.....47
G. Intervention Conferences Form.....49
H. Intervention Records.....52

Abstract

A Pre-Referral Process that Defines, Identifies, and Allows for Documenting Interventions for At-Risk Students. Aboul Hosn, Rima,. 1999. Practicum Report, Nova Southeastern University, Ed. D. Program In Child and Youth Studies. School Counselor/Elementary School/At-Risk Students/Staff Inservice/Identification Process/Intervention Records/Flow Chart.

This practicum was designed to create a system that would help both counselors and teachers in the process of defining, identifying at-risk students and documenting interventions used with them before referring them for special education assessment. An "At-Risk Ad Hoc" committee, composed of mental health professionals and teachers, was developed for this purpose. An inservice explaining the process was designed and presented to the teachers of the writer's school. The teachers were given time to discuss their at-risk students and deal with the issues involved in this changing process.

The writer together with the committee developed a definition of at-risk students related to the district benchmark and teaching expectations, a flow chart, Intervention Conference Forms, and Intervention Records to provide support and guide teachers in the identification process.

The results of the process were positive. Analysis of the data indicated that the teachers were successful in identifying at-risk students following the guidelines developed by the "At-Risk Ad Hoc" Committee, and were able to document interventions involving parents and grade level teachers.

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Acknowledgments

This practicum would not have been possible without the help of numerous individuals who supplied the writer with ideas and guidelines through the entire process. The writer thanks Dr. Roberta Silfen for her patience and guidance, as well as, her assistance in making the bridge an easier path to cross. The writer also thanks the "At-Risk Ad Hoc" committee for their time and effort. Finally, the writer thanks Mr. Robert Williams for his superb commitment, his flexibility, and advocacy.

Chapter I: Introduction

Description of Community

The community, an urban district in the Western part of the United States was characterized by its narrow streets, small old houses, and beautiful weather as it was a couple of blocks away from the ocean. It was composed of low-income families mostly single parents, low rent homes, many apartment buildings, industrial outlets, businesses, an old church, Police Athletic League (P.A.L) office, and many markets that sold liquor. The school system was operated under the leadership of one Superintendent and nine board members who were selected by city residents via general election and who served two-and four-year terms. The board appointed the Superintendent. The targeted public school system consisted of five high schools, seven middle schools, 40 elementary schools, and served over 90,000 students in total.

Writer's Work Setting

This chosen elementary school was a K-5 year round school originally built almost 70 years ago, and restructured in 1988 due to an earthquake. The school had four tracks A, B, C, and D. C was a Spanish bilingual track, and D was an Immersion track (Spanish and English). There were 10 Kindergarten classes, 10 first grade classes, eight second grade classes, eight third grade classes, four fourth grade classes, four fifth grade classes, and a Pre-Kindergarten (Pre-K) program. At any time of the school year, there were 3 tracks on and 1 track off, which decreased the load of students and helped provide attention to each track. The Pre-K program articulated with the kindergarten curriculum had been fully implemented in September 1997. The Pre-K program served 90 children, 45 in a bilingual Spanish class, and 45 in an English class with Khmer support by an aide.

The Pre-K population served almost 1/3 of the incoming Kindergarten population. The purpose of the Pre-K program was to provide a structured opportunity for Limited English Proficient (LEP) children to acquire some English even before entering Kindergarten. The students under the teacher's direction had ample opportunity to begin their oral language development that was appropriate for their age level. Another purpose was to improve parent education training opportunities. The Pre-K program offered eight pre-K workshops per month, four in English and four in Spanish. In addition, the Pre-K program required parents to volunteer a minimum of three hours every two months in the Pre-K classroom. The Pre-K program was fully funded with a Title VII grant.

The mission of the school was to provide a high quality educational program that would afford all students the opportunity to excel academically and develop attitudes and values that would help them become responsible, productive citizens. The population of the school exceeded 1200 students with a culturally diversified student body composed of 35% Hispanics, 34% Asian, 26% African American, and 5% White. The majority of the families received partial or total public assistance. Ninety five percent of the students in the school participated in the free breakfast and lunch program with the rest paying a reduced breakfast and lunch price. Most students came from single parent families. Many lived with relatives or in foster homes, and most of the parents had not graduated from high school, yet some were involved in their children's education through the parents center that offered a variety of training and classes on issues like parenting, discipline, homework, and raising a difficult child. Good attendance was stressed and recognized in the classrooms. An intensive program designed to prevent and reduce

unnecessary absences had been implemented. Students were exposed to various careers and fields of business through the connection with business partnerships, community business, field trips, speakers, assemblies, D.A.R.E., and EXCEL programs. Classes often had career awareness studies to prepare the students for their entrance into the workforce. The school had a Principal, Vice-Principal, Counselor, Nurse, Cambodian and Spanish speaking community workers that gave student support for their school achievement. Additional support services included five reading recovery teachers, two literary specialist teachers, resource specialist program teacher, speech and language therapist, librarian, and a psychologist. Leadership was a shared responsibility among the members of the school including teachers, administrators, classified personnel, and parents who through collaboration and consensus worked together to plan school programs.

Writer's Role

The counselor at the school had a Masters degree in Counseling and Pupil Personnel Services (PPS) credentials in School Counseling. The counselor was bilingual and from a different culture. This helped her in assisting students from other cultures to make a smooth transition into this culture, and recognize the various physical, social, and emotional issues involved in making this transition a successful experience. The counselor counseled individuals and groups of children in a comfortable, non-disciplinary and private atmosphere to talk over matters which were important and were hindering students' success. The counselor also conferred with parents to help them recognize, identify, and resolve children's problems, and consulted with school staff to increase their understanding of children. The counselor developed the guidance and counseling

activities to facilitate a safe and nurturing learning environment for students so that maximum learning could take place. In addition, the counselor observed individual and groups of children within the school setting to help evaluate academic and social behaviors. The counselor assisted in diagnosing learning problems of children who had been referred by teacher and/or parents, and provided assistance to develop appropriate programs. Furthermore, the counselor recognized and identified children with special needs, chaired the Student Study Team (SST), ran At-Risk Conferences twice a year, coordinated referrals processes, provided leadership for meetings with school staff and with parents in the area of guidance and related programs. The counselor assisted the principal in supervision, discipline, and other responsibilities as needed.

Chapter II: Study of the Problem

Problem Statement

There was a need for a pre-referral system that defined, identified, and allowed for documenting interventions for at-risk students.

Problem Description

The high schools in this district suffered an excessively high drop out rate. Even in the middle schools, the drop out rate and students giving up easily was increasing throughout the years. This district, as many other districts in the States, suffered the problems and pressures of substance abuse, child abuse, teenage pregnancy, parental unemployment, lack of parental involvement in the public school, gang activities, and grandparents raising grandchildren. These factors affected students in elementary school through high school, and contributed to the schools drop out rates. Many programs had been implemented district wide to help prevent students from dropping out, yet the problem only got worse. The district, recognized the dangers of this issue, and was trying to target the elementary schools with the hope that creating awareness of early identification would help reduce this problem, and would help the students feel successful in school. The chosen school was studying a system that would help define and identify at risk students and track them across grades with proper documentation of interventions before labeling those students at risk and before recommending special education. In her book, Stainbeck and Stainbeck (1996) argued that "labels block the essential agenda of good teaching, namely inquiry through dialogue and interaction, teacher with student" (P. 93).

Problem Documentation

At-Risk Conferences invited each teacher to meet with a group, usually composed of the principal, the counselor, the psychologist, the speech and language therapist, and the resource specialist (RSP), to discuss students whom that teacher considered most at risk for school failure. School failure might include concerns pertaining to academic performance, as well as, attendance, behavior, health, and speech and language issues.

The writer of the practicum conducted At-Risk Conferences twice a year at the chosen school. The first round was when the team met to discuss concerns brought up by teachers, and provided support, assistance, and intervention plans to help students referred. Teachers were allowed to choose five students from their classrooms, and were expected to bring samples of work for their students and detailed documentation of interventions, techniques, and strategies they had used with their students. Teachers were also expected to give the counselor the names of the students a week before the At-Risk Conferences. This time frame helped the counselor to study their cumulative record folder, prepared the At-Risk Conference Information and Action Plan forms, and shared with team members the names of students referred so that they prepared themselves and were ready for the At-Risk Conferences. For example, the nurse prepared her health files, and the speech and language therapist prepared the speech and language referral forms.

At the time of the At-Risk meetings, the teacher shared with the team her his concerns about those students and interventions that she he used so far. The counselor filled out the At-Risk Conference Information form, which was information pulled from

the cumulative record folder and information shared by the teacher. The counselor worked with the team and the teacher to fill out the Action Plan form, which was a documentation of interventions and goals that would be performed by the teacher and team members to help those referred students and prevent school failure. After the first round meeting, both the counselor and the psychologist conducted classroom observations on students referred for behavioral, social, and emotional issues. The counselor also used the Wide Range Achievement Test-Revised (WRAT-R) to screen students who were at risk of failing academically.

The writer of the practicum had been conducting At-Risk Conferences for three consecutive years, and had been documenting information on the At-Risk Conference Information and Action plan forms. The writer of the practicum felt that these forms were important but not sufficient for a system that would help define, identify at risk students and create guidelines for documenting interventions. For this purpose, the "At-Risk Ad Hoc" committee was formed. This committee was composed of the counselor, psychologist, RSP teacher, vice-principal, and three teachers from different tracks and different grade levels to create a system that would help at risk students. This committee met on a daily basis and reviewed the forms gathered for three years by the counselor, analyzed the reports written by both the counselor and the psychologist after the WRAT screenings, and observations conducted in classrooms. The committee also interviewed old and new teachers to gather information about at risk students, and prepared a detailed report to be presented to the Leadership Team. By report, in the previous academic years, there were 280 students in grades K-5 referred for At-Risk Conferences. Out of this number, 195 students, more than 50% had been referred for academic failure, and the

rest for behavioral, social, emotional, and attendance issues. Gullat and Loftes (1998) stated that:

> Once teachers have referred students to case conferences, teachers, at times, will not entertain additional suggestions for instructional modification. Administrators see the conference as a way to brainstorm ideas that could be used to help the student, but the teachers see the meeting as an occasion to consider alternatives to classroom interventions. (P. 2)

Data gathered from interviewing teachers and from analyzing records revealed that a) there wasn't a clear definition of at risk students and their characteristics among staff members, b) teachers referred students to special education screenings before exhausting interventions, c) more than half of the teachers did not document interventions they used with their students, d) teachers did not use a variety of strategies, e) parental involvement was limited, f) teachers were not held accountable if they did not bring documented interventions.

Causative Analysis

There were several general causes for the problem within the writer's work setting, which included: a) The availability of teaching positions resulted in hiring 22 new teachers who were still students themselves. New teachers were still in school and had never worked with students and parents; b) Thirty-five percent of teachers were using traditional teaching methods and were complaining of new teaching methods introduced by the principal; and c) Fifty percent of teachers requested special education assessment. Teachers referred students to special education rather than trying a variety of interventions and techniques.

Relationship of the problem to the Literature

A review of the literature on definition, characteristics, identification, and interventions of at risk students revealed a growing body of knowledge in the educational field and great awareness in society of issues impacting student's personal, social, career, and educational development.

Pissapia and Westfall (1994) emphasized that at-risk students may become non-productive citizens due to the combination and interaction of many factors. Social and or family background was one of the factors that affected at-risk students. Accompanying this factor were issues of low socioeconomic status, sibling or parent dropout, dysfunctional family, language, and poor communication between home and school. Personal problems included self-esteem, learning disabilities, suicide attempts, teenage pregnancy, and substance abuse was a second factor. School was the last factor and it included behavior problems, absenteeism, retention, suspension, inadequate school services, and school climate. Pissapia and Westfall added that despite all those at-risk factors, some students developed characteristics and coping skills that enabled them to succeed and those students were termed resilient.

Students at risk were those students who were unable to meet the goals of education, high school requirements, and attained knowledge to become productive citizens. Those students exhibited behaviors that interfered in their education process. Behaviors included but were not limited to a) truancy, b) use of drugs and alcohol, c) committing disruptive acts, d) becoming pregnant, and e) attempting suicide. At risk also referred to students whose family background placed them at risk like low socioeconomic status, poverty, and second language acquisition (McCann & Austin, 1998).

Gordon and Jens (1991) stated that at risk was environmental or biological in nature. Environmental risk was determined by factors such as family socioeconomic status, parental education, parental support and intelligence, marital status, and number of persons in the home. Biological factors referred to prenatal events including malnutrition, smoking, substance abuse, diseases, and infant's early history.

Research showed that by the time students end the third grade, it was possible to predict which students would eventually drop out, and which would complete their schooling. On the basis of several factors, at risk students were unlikely to graduate from high school. Among these factors would be low achievement, retention in grade, behavior problems, poor attendance, and low socioeconomic status (Karweit, Madden, & Slavin, 1989).

Tinzman and Hixson (1990) emphasized that at-risk students were those who historically had characteristics that were different from the White culture. Anybody whose appearance, language, culture, values, and family structures differed from those of the White culture did not belong to the schools that were designed to serve and support the Whites. Tinzman and Hixson discussed four approaches to defining at-risk students: Predictive approach, descriptive approach, unilateral approach, and school factors. These approaches discussed issues of limited English proficiency, being a member of the minority group, failure in school, today's youth problems, and teacher and administrators' beliefs and attitudes toward both students and their parents.

Sartain (1990) stated that at risk students were children of school age in danger of being unsuccessful in school because of one or more factors in behaviors and circumstances. Sartain also added that at risk students lacked strength and were

incapable of satisfying their needs socially, emotionally, physically, and economically. This lack of strength was related to inadequate language development, lack of family experiences, handicapping conditions, diseases and illnesses, neglect and abuse, and substance addiction.

The definition of at risk had political, economical, and social implications. In the United States, individual states had their own definition, identification process, and criteria for at-risk students. There was no single definition for the at risk status. Thus, depending on how states defined risk, and whether they adopted single risk factors or multiple risk factors would determine how many children with what characteristics would receive service programs, financial, and personnel resources (Gordon & Jens, 1991).

In their statistical analysis report, Kaufman and Bradby (1992) reported on characteristics of at-risk students and warned educators and policy makers of the severe educational problems, if they failed to adequately prepare at-risk students. Under demographic background factors, they examined socioeconomic status (parent's occupation, educational attainment, and family income) race, ethnicity, and sex, and their relationship to at-risk students. Students from lower socioeconomic status (SES) families experienced higher school failure than those from higher (SES) families. Under family and personal background factors, family characteristics (single parent families, step families, large families, and frequently moving families) were found to cause poor achievement, school failure, and higher drop out rates. Under parental involvement, poor relationships with parents, low amount of parental involvement in PTA and school activities, and parent's expectations were major contributors to students' risk for school failure. Poor school achievement and aggressive behaviors significantly increased

children's risk of school failure. Finally, teacher perceptions and expectations of students could influence student basic skills and educational outcomes.

One of the major challenges facing American education was reducing the number of students who failed to graduate from high school. Thus, reducing drop out rates. Dropouts experienced higher rates of unemployment, received lower earnings, and were dependent on social services. Demographic changes in the American society were also increasing the number of students who dropped out from schools. More young children today came from homes with two working parents or lived in households with only one parent or with parents who were still children themselves. Research showed that the Hispanics and African American populations had the highest drop out rates among the major ethnic groups in the United States. Therefore, extensive efforts to implement educational programs and to improve school success was important (Rossi, 1994).

Wells (1990) emphasized that students from low socioeconomic status were most likely to drop out from high schools. The low educational level of parents, their disinterest in their children's schoolwork, and the lack of materials and opportunities in the home affected school achievement. Low family income and dependency on welfare caused malnutrition, and inadequate food, shelter, and clothing. A stressful home life included child abuse, neglect, divorce, separation, and family crisis resulted in poor academic achievement and social and emotional problems like aggressiveness, inability to form good peer relationships, fearfulness, and withdrawal. Wells added that poor communication between home and school, non-English speaking homes, frequent family moves, and changing schools caused children to feel insecure and alienated.

Low achievement related to both dropping out and delinquency. Low achievement related to both cognitive and affective characteristics. Cognitive characteristics included low average IQ scores, low achievement scores in reading and math, lack of basic skills, verbal deficiency, and high grade retention rates. Dropouts were generally two or more years below average for their grade level. Affective characteristics of students associated with dropping out were feelings of alienation and behavioral problems including absenteeism, truancy, and discipline problems. One important aspect that contributed to students dropping from schools was labeling. Students experiencing learning difficulties were categorized in various ways. Attaching negative labels to their names could cause teachers to reject them or perceive them as inadequate, thus, expecting little from them (Brodinsky and Keough, 1990).

Dropouts had lower levels of self-esteem and poor emotional health. They exhibited poor attitudes about school and had low educational and occupational aspirations. Dropouts often exhibited immaturity, inability to identify with other people, lack of social adjustment, and feelings of worthlessness (Phlegar, 1987). Lehr and Harric described (as cited in Wells, 1990) possible characteristics of at risk students as exhibiting academic difficulties, short attention span, low self-esteem, inability to face pressure, and lack of motivation.

Community factors presented a set of complex characteristics leading to the decision of dropping out. Open communication between school, home, and the community was critical and important. It created a solid link that helped parents become aware of preventive mental health programs to address drug and alcohol problems, family counseling, outside resources, job opportunities, neighborhood schools, and adequate

transportation. School systems must learn to integrate and engage parents in a variety of active ways. Exploring how to tap and develop parents' expressed interest in their own personal growth and assisting parents to understand how their children can be supported to grow and learn, increases parent's involvement which in turn increases student's achievement in schools (Rossi, 1994).

In their article, Naki and Turley (1998) emphasized that universities in California faced a dilemma when the K-3 class-size reduction initiative was released. The class size reduction initiative called for a student to teacher ratio of 20 to one. Thus, creating positions for uncertified student teachers. University educational programs found themselves issuing emergency teaching permits to students who had not completed their programs. Faculty members found themselves working with newly hired teachers, among which many were not ready for such responsibilities. In a survey of 138 student teachers, more than 57 of the emergency teachers felt that full time teaching was stressful, overwhelming, and a big heavy load. They also reported that they lacked the opportunity to observe other teachers, and were just thrown into classrooms without having any mentors.

Stedman and Stroot (1998) stated that mentoring has become number one support for new teachers. Mentor teachers were experienced teachers who remembered what it was like to be a new teacher. Mentor teachers were assigned to new teachers at the beginning of a school year. They offered support to teachers, individualized advice on teaching strategies, and helped new teachers formulate meaningful goals to overcome obstacles and satisfy needs. Mentors also helped new teachers become acquainted with policies and methods of dealing with disruptive children. New teachers needed such

support to become effective teachers. Mentoring offered emotional support, as well as guidance in teaching strategies, and professional development.

In todays changing and challenging society, traditional teaching methods (desks lined up, teacher stands in front of the class and lectures, teacher yells at children, and teacher is old and mean) must be changed into new habits and future teachers must not be like the ones of the past. Teachers must have awareness and reflect on how they themselves learned and what they didn't learn. Teachers should work collaboratively to provide support and help students perform up to the expected standards. Teachers should converse with colleagues, attend conferences, and read professional journals. Through those new strategies, new habits would be developed in both teachers and students (Meier, 1995).

Many states and local school districts had developed programs to prevent students from dropping out of schools. Few districts used checklists and surveys that included factors related to age, health, family background, attendance, grades, retention, social interaction, reading ability, and motivation to identify potential drop outs and identify students in need of interventions. A method of identifying students and providing interventions was crucial. Effective identification was a process involving a variety of data collection procedures and analysis. The more data available, the better the chance of identifying variables that could be good predictors in early grades for students who were developing patterns toward dropping out of school later (Wells, 1990)

Mantizicopoulos and Morrison (1990) stated that in many school districts regular kindergarten programs placed considerable emphasis on the acquisition of academic skills, getting students ready to read and compute. However, many children lacked those

skills to cope with the curriculum, a thing that may cause a variety of learning, social, and behavioral problems. They further stated that a child would not be successful in school until he/she had reached a developmental stage necessary to acquire academic skills. Fifty percent of children entering Kindergarten were at risk for later failure because of the readiness issue. Many schools asked children to perform at levels for which they were not developmentally ready. This resulted in a number of school problems including learning difficulties and emotional disturbances.

May and Kundert (1997) discussed readiness issues and its relation to at-risk students. On one side maturalionalists believed that students who lacked behavioral development, and who were not allowed the necessary time to mature were considered at-risk for school failure. If students were pushed to achieve beyond their capabilities, they might manifest problems that would place them at-risk for school failure. On the other side environmentalists believed that environment shaped behavior and learning could be enhanced through interaction and collaboration with adults.

Garard (1995) disclosed that the passage of the Education for All Handicap Children Act (PL 94-142) was a major impetus in the move towards the early identification of children most likely to experience learning difficulties in schools. Early screening helped identify children with special needs and those who were not developmentally ready, and provided placement in an appropriate educational environment. The law mandated that children with handicaps who were from 3 to 5 years old be identified and provided a free and appropriate public education.

Slavin and McPartland (1990) stated that special education programs offered many resources to the students they serve. For more than 10 years, schools had used

special education to obtain extra resources for low achieving students, who were classified learning disabled. This, however, created a problem for the non-admitted low achieving students due to the high cost of special education services and unavailability of other programs. In addition, students designated for special services usually lived with that label throughout their school years, which limited the future and occupational opportunities.

Sartain (1990) added that when learning styles are congruent with teaching styles, student's attitudes about their schools, their teachers, and learning improved tremendously, thus, increasing their self-esteem and motivation.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal for this practicum was to develop a pre-referral process that defined, identified, and allowed for documenting interventions for at-risk students.

Expected Outcomes

The following outcomes were projected for this practicum:

1. Staff report will prove that at least 30 out of 44 teachers are able to define at-risk students, and state at least 12 characteristics.

2. According to the Intervention Record developed by the "At-Risk Ad Hoc" committee, at least 40 out of 44 teachers will document interventions, strategies, and techniques they have used with at-risk students.

Measurement of Outcomes

The writer will work closely with the "At-Risk Ad Hoc" committee and with the staff in the pre-referral process. The staff will be given time during their grade level meetings to brainstorm and discuss the definition and characteristics of the at-risk population. Each grade level will submit a mini report to the writer who in turn will develop the reports into a one report and present it during a staff meeting.

The writer will collect and evaluate the Intervention Records that have been developed by the "At-Risk Ad Hoc" committee for teachers to document interventions they have been using with their at-risk students.

Chapter IV: Solution Strategy

Discussion and Evaluation of Solution

There was a need for a pre-referral system that defined, identified, and allowed for documenting interventions for at-risk students. A careful review of literature disclosed some methods that could be used at the K-5 elementary schools to improve the identification and documentation processes of at risk students. Identification and tracking of high-risk students was important to provide reliable and consistent interventions.

Teachers should come to realize that the use of a variety of interventions and techniques was important before referring students to At-Risk Conferences. It was only when interventions had been exhausted, teachers should think of referring students for screening to see if they qualify for special services. Teachers saw special education as an alternative for classroom interventions. As mentioned before, Sartain (1990) stated that teaching styles affect student's attitudes.

Slavin and McPartland (1990) discussed prevention, classroom change, and remediation programs that increased the achievement of at-risk students in the elementary grades. In prevention, they emphasized that preschool, Kindergarten (full day academic programs), and First grade prevention programs including tutoring and reading recovery were essential prerequisites for success later in school. These programs got students off to a good start in school and were capable of reducing students' risk of school failure. In classroom change programs, Slavin and McPartland stated that cooperative learning and continuous progress where students proceed at their own pace through well defined instructional objectives were strategies that accelerated achievement and motivated at-risk students. As far as remedial programs, one to one tutoring using older students,

volunteers, and computer assisted instruction were sufficient and effective in helping at-risk students.

Rothstein (1995) gave a historical overview of special education. Historically students having problems in schools were excluded entirely from the public school system and did not go through the educational process with their peers. Because teachers lacked the knowledge of teaching styles and variety of interventions, and felt that students disrupted their classrooms, children were segregated from the regular classroom. Therefore, children at risk did not receive educational services that would help them to have full equality of opportunity. The Individuals With Disabilities Act (IDEA) specified and required that students with disabilities should be educated in regular classes with aides and support.

Crowther (1998) stated that staff development is one of the ways through which teachers receive support from school. Staff development was an effective support system that helped staff members deal with societal changes and educational demands. Staff development must be conducted by a knowledgeable positive model that could engage the staff in activities that relate to student learning and improvement on the job. Teachers must have the chance to conduct peer observations, share student work with grade level teams, and participate in study groups.

The report prepared by the "At-Risk Ad Hoc committee" showed that special education was an alternative for teachers at the chosen school. Teachers used some interventions with students referred, but did not document what interventions they had used and for how long. Teachers also sought special education when some alternatives failed to bring students up to standards. Therefore, the "At-Risk Ad Hoc" committee

would develop a process for documenting interventions used with at risk students before referring students to special education assessment.

Franzen (1990) stressed the need to understand developmental appropriateness, readiness, and what steps must be taken if readiness is not attained. She believed that individual development and readiness should be an opportunity for teachers to personalize their instruction and adopt new learning strategies, rather than a limit to what children could accomplish. She discussed two types of teachers. The nativist teacher did not believe that she he could accelerate the development of children who arrived unready for Kindergarten. Those teachers requested to hold students back and classify them as developmentally delayed and in need of special education services. On the other hand, the remedial teacher accepted individual differences, revised her/his instruction to adopt children's different learning styles, developed expectations to bring children along without labeling those children.

O'Keefe & Mills (1990) emphasized that early childhood programs including Head Start had a long-term positive impact on student's school performance and socio-emotional behaviors. Early childhood education curriculum should begin with heavy emphasis on the experiential and proceed to more formal and abstract tasks. In addition, early childhood curriculum should focus on students' social skills. They added that learning is based on socio-emotional development.- How children felt about themselves and others provided the foundation for future learning. Emotional aspects of learning need to be understood and incorporated in early childhood programs.

Traditionally, teachers used to stand in front of the class and lecture. Students listened and engaged in problem solving activities individually. The focus of education

was on language and mathematics. The Howard Gardner's theory of multiple intelligences created a different perspective. Designing lesson plans, presentations, and assigning work using the seven intelligences, allowed students to feel more competent, confident, and enjoy challenges of acquiring new information. Nowadays some teachers realized that students learn in-groups, some observed and listened, some used graphic organizers, and some performed while listening to music. Therefore, modifying learning and teaching methods improved student's achievement (Emig, 1998).

Andrews (1990) discussed a learning styles program that helped improve student's attitude toward school and learning, increased test scores, and eliminated classroom discipline problems. Andrews and his team studied individual profiles after administering some learning styles inventories and found that students had a need for tactual instructional resources, some were afternoon learners, and some preferred informal seating. Therefore, incorporating learning styles into the school program allowed students to identify their own strengths, and therefore, strived to achieve better.

Scuccimarra and Woodburry (1995) stated that accurate identification of at risk students allowed for interventions and avoided extensive problems later in the educational process. They discussed a referral system along with checklists including many factors to identify at risk students. Students are referred by themselves, or by teachers, parents, and administrators to the school counselor, who then referred the student to a guidance team. The team reviewed the referral to determine if the student should be identified as being at risk of dropping out. If the student was determined to be at risk, he or she was then referred to appropriate programs and services.

Phlegar (1987) emphasized that a variety of approaches to the identification of at risk students were essential for early intervention. He recommended the use of accurate objective data including views, observations, documentation, and peer tracking. Teacher involvement as members of the team identifying students who are at risk was an important factor. Identifying at risk students through a variety of creative ways including but not limited to, profiles, checklists, classroom strategies, motivational strategies, and organizational strategies.

Ideas as a result of reviewing the literature included that the schools should plan for an identification process to identify at-risk students as early as possible, by tracking and keeping accurate documentation of their social, emotional, and academical progress. Another idea generated was that through staff development and collaboration, teachers, mentors, and support staff would feel competent to deal with the educational demands and relate strongly to their students.

Description of Selected Solutions

Wells (1990) described two instruments for identification of at risk students. These instruments would be part of the strategies that the writer would employ at the chosen school. The writer shared those two instruments with the "At-Risk Ad Hoc" committee, a committee chaired by the writer as mentioned earlier in this paper, to create a system for identifying at risk students and documenting interventions that teachers had used to prevent school failure. The first instrument (See appendix A), was a checklist run by the California Curriculum News Report (as cited in Wells, 1990), for identifying at risk students. This checklist identified at risk factors and related them to vulnerability to dropping out. Some of the factors included reading ability, family background, age,

grades, attendance, and health. The "ability to read" factor, for example, if found to be two or more years below grade level for an individual student, was marked under the column "Vulnerable to Dropping Out". If the student was at or above grade level, he or she would be marked under the column "Favorable to Completing School".

The second instrument that Wells described was composed of three checklists (See appendix B, C, and D), produced by the Los Angeles County of Education for identifying at risk students. Those checklists were adopted by many school districts to help teachers and schools identify students in need of intervention. "What Is Your School Climate?" was a checklist pertaining to the schools contribution to positive climate for students. "How Much Do You Know about Your Pupils?" was a general checklist of characteristics that described high-risk students in their district. "Early Identification of a Potential Drop Out" was an individual, teacher oriented, student checklist describing non-school, school related, and family related factors.

The "At-Risk Ad Hoc" committee met on a weekly basis to carefully study and analyze those checklists. The committee decided on whether to adopt all checklists, or make necessary changes to meet the school and students' needs. The "At-Risk Ad Hoc" committee would utilize staff inservice time to introduce the chosen system and help staff identify at risk students by identifying factors such as non attendance, school climate improvement, and parents and community involvement.

Report of Action Taken

The writer of the practicum presented the proposal on a scheduled staff meeting in an effort to encourage support and participation. Certain selected articles and recent research materials on at-risk students were shared with the staff. Some copies were

placed in the teachers' lounge to create awareness and encourage teachers' involvement. Most of the staff members welcomed the new ideas supported by research. Few of the staff members resisted the change and expressed dissatisfaction and negative feelings about the practicum. They shared that they already fill out assessment forms and keep running records on each student. They felt that this would be an additional assignment and that it would be time consuming.

Due to the fact that people have the tendency to resist change and because of the challenges involved in making a change and developing a new process, the writer allowed for time and privacy as the staff dealt with the issues involved. Open dialogue, confrontation, and the processing of feelings and attitudes during the process were encouraged. The writer met with the resisting staff and explained the importance of the process, and how it services and meets the needs of the at-risk population. The writer also explained that teachers' involvement creates a sense of ownership, which leads to success.

The "At-Risk Ad-Hoc" committee composed of the counselor, psychologist, RSP teacher, vice-principal, and three teachers from different grade levels met weekly and reviewed data gathered on the definition of at-risk students and their characteristics. The committee studied the instruments developed by Wells (1990) and evaluated items in relation to content standards and students' needs. The committee also developed a definition of at-risk students related to the content standards and benchmarks specified by the school district.

Students had the opportunity to evaluate if the school contributed to a positive climate. They were requested to fill a survey issued by the School Harmony Committee

at the end of each school year. The survey discussed communication strategies between school and home, feelings and attitudes about school, parental involvement, school and community support. Therefore, the "At-Risk Ad Hoc" committee decided not to adopt the first instrument developed by Wells (1990). The committee suggested that at-risk involved:

1. According to Content Standards, students in grades three through five, who are two years below grade level on Benchmark Book Tests and writing benchmark as stated in Teaching Expectations.

2. According to Content Standards, students in grades one and two, who are one year below grade level on Benchmark Book Tests and writing benchmark as stated in Teaching Expectations.

3. Significant behavioral and health issues at any grade level where interventions have not helped.

4. Reading Recovery students who have exited or discontinued the Reading Recovery program and are still not performing at grade level.

5. Late enrolling Kindergarten students who are not performing.

6. Attendance, health, and speech cases should be treated as they get referred during the school year (See appendix E).

The second instrument consists of three checklists (See appendix B, C, and D). Both the "How Much Do You Know About Your Pupils" and "The Early Identification of A Potential Dropout" checklists contained valuable items and characteristics pertaining to at-risk students. The committee picked several items that presented the at-risk population at the mentioned school and put them in an "At-Risk Factor Checklist" to be distributed

to the staff for use before they refer students to the At-Risk Conferences. This would make the process of identifying at risk students easier. The committee also decided not to use the "Checklist for Potential Dropout" on the basis that the new "At-Risk Factor Checklist" identified a variety of risk factors and related them to academic success.

Following completion of the identification process, the "At-Risk Ad Hoc" committee generated a flow chart to guide teachers in the process of identifying at-risk students, developing interventions, and making use of resources available at the school before they refer students for special education assessment. The flow chart was composed of three levels. Level one is the stage where the teacher has some concerns about a student. He she must check the student cumulative record and the portfolio, meet with parents and develops interventions. Note that it takes six to eight weeks to see change, if using consistent interventions and all other circumstances are controlled. Level two is the stage where the plan in level one failed to bring changes. The teacher is still concerned, therefore, meets with grade level teachers, support staff, and develops new interventions. Level three is the stage where the teacher has not seen any progress and is still very concerned about the student. The teacher refers the student to the "At-Risk Conferences" shares data collected and the team develops new interventions. If at this stage the student is still a concern, then a Student Success Team (SST) meets to discuss further interventions, that is, retention, special education, tutoring, etc (See appendix F).

The committee developed the Intervention Conferences Form to guide teachers in the process of collecting personal data on the student. Personal data included (a) attendance, school changes, and tardy problems, (b) primary language, (c) preschool

experience, (d) Limited English Proficiency Level, and (e) health information. In addition, teachers were requested to write down goals and interventions they had developed with the parents, summarize the content of the conference, and suggestions made by grade level teachers or support staff (See appendix G).

The committee also developed Intervention Records (See appendix H) to direct and lead teachers in the process of documenting interventions. Items included were (a) student goal, (b) interventions, (c) dates and frequency, (d) what the students did and results, and (e) next step. Examples of how to use Intervention Records were provided on two academical issues, comprehension and spelling, and one behavioral problem, student out of seat.

Activities were carried out according to the time line of the practicum. Regular meetings with the "At-Risk Ad Hoc Committee" and staff constituted an ongoing process for the writer. The staff was given time to review the process and discuss their at-risk students with support staff and grade level teachers. The writer conducted the Intervention Conferences as planned and according to the new process. All records of students referred were discussed with the "At-Risk Ad Hoc" committee and evaluated.

Chapter V

Results

The writer of the practicum has been conducting At-Risk Conferences for three consecutive years. Teachers have been referring students to these conferences without guidelines of who are at-risk students and without guidelines for documenting interventions. Therefore, a large number of students end up referred and placed in special education classes without documenting and exhausting interventions. The basic solution strategy for the purpose of this practicum was to provide a process to identify at-risk students, and guide teachers in documenting interventions that would best meet the needs of the at-risk students involved. The solution to this is based on checklists and forms that have been described previously. The goal of this practicum was to develop a pre-referral system that defines, identifies, and allows for documenting interventions for at-risk students.

The following outcomes were projected for this practicum:

1. Staff report will prove that at least 30 out of 44 teachers are able to define at-risk students, and state at least 12 characteristics.

This outcome was met.

After conducting the At-Risk Conferences for all tracks, the writer of the practicum and the psychologist, carefully compared and examined the list of at-risk students identified by the teachers. The teachers were asked to submit their reports, which indicated what they knew about the students and data they had collected. A report indicated a summary of the parent conferences, information collected from the pupil

cumulative records, and any other information pertaining to the child. The reports stated characteristics of students such as, frequently ill, few school transfers, disruptive behaviors, poor social adjustment, and father absent from home. This objective was measured by comparing the list of at-risk students identified by the teachers to the definition of at-risk students developed by the "At-Risk Ad Hoc" committee.

2. According to the Intervention Record developed by the "At-Risk Ad Hoc" committee, at least 40 out of 44 teachers will document interventions, strategies, and techniques they have used with at-risk students.

This objective was met.

The writer of the practicum collected and kept the Intervention Records filled by teachers on students identified as at-risk. The teachers were inserviced on how to use the Intervention Records, and were made aware of how this record could help them focus on and keep up with students who need help and their progress. Most of the teachers have followed the samples presented by the committee, where they identified a skill to improve, described strategies used, frequency, duration, and results of that goal. Records submitted showed evidence of teacher-parent interaction, as well as, additional input from teachers on what students have experienced and whether goals have been achieved. Many teachers have expressed that the Intervention Records helped them address areas of concerns from different perspectives and monitor students' progress and performance

Discussion

At-Risk Conferences took the pro-active stance of inviting each teacher to meet with a group, to discuss the students whom that teacher considered most at-risk for school failure. The At-Risk Conferences were very powerful supported by the new forms and

records developed by the "At-Risk Ad Hoc" committee. The "At-Risk Ad Hoc" committee was a successful team because of teacher involvement in identifying at-risk students (Phelgar, 1987).

The outcomes of this practicum were met with 80% accuracy. Teachers were able to refer students based on a definition of at-risk students aligned with district benchmarks and content standards. Teachers filled Intervention Records utilizing parents, grade level teachers, and support staff. Strategies were discussed and implemented with the goal of resolving students' concerns in a reasonable amount of time.

The staff expressed that this process was beneficial as it insured early identification of at-risk students and maximized services. Teachers were able to gather personal and family background information during the intervention process. This, they believed will result in higher academic achievement.

Research showed that early identification and use of intervention provides students with skills necessary to cope with curriculum, adjust to changes, and graduate from school. Students from lower socioeconomic background, who have family and personal background factors can be low achievers.

Recommendations

At-risk students can become productive citizens if identified at an earlier stage and provided with the right strategies and opportunities. This practicum has proven successful because of a proactive process that helped identify at-risk students and allowed for documenting a variety of interventions.

Recommendations that could benefit others in similar situations would be a) the practicum encompasses a longer period of time, b) parental involvement on the "At-Risk

Ad Risk" committee, c) have a second round of At-Risk Conferences to follow up on Intervention Records, and d) more staff time to discuss at-risk students.

Dissemination

The writer of the practicum shared the practicum with other counselors and psychologists in the district. One counselor and one psychologist were interested and willing to implement the same process in their schools. They requested the forms and records developed by the "At-Risk Ad Hoc" committee to share with their teams at their schools. The writer is planning to share this process with the lead counselor in the district in the hope that this will serve as a method of disseminating the practicum results in 60 elementary schools.

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APPENDIX A

CHECKLIST FOR IDENTIFYING THE POTENTIAL DROPOUT

CHECKLIST FOR IDENTIFYING THE POTENTIAL DROPOUT

FACTOR	VULNERABLE TO DROPPING OUT	FAVORABLE TO COMPLETING SCHOOL
1. Age	[ ] Old for grade group (over 2 years)	[ ] At age for grade group
2. Physical size	[ ] Small for age group [ ] Large for age group	[ ] No size demarcation
3. Health	[ ] Frequently ill [ ] Fatigues easily	[ ] Consistently in good health
4. Participation in out-of-school activities	[ ] None	[ ] Planned and reasonable
5. Participation in school	[ ] None	[ ] Planned and reasonable
6. Grade retardation	[ ] One year or more retarded	[ ] At grade or above
7. Father's occupation	[ ] Unskilled [ ] Semiskilled	[ ] Professional [ ] Semiprofessional [ ] Managerial
8. Education level achieved by:		
Father	[ ] Grade 7 or below	[ ] Grade 10 or above
Mother	[ ] Grade 7 or below	[ ] Grade 10 or above
9. Number of children in family	[ ] Five or more	[ ] Three or less
10. School-to-school transfers	[ ] Pattern of "jumping" from school to school	[ ] Few or no transfers
11. Attendance	[ ] Chronic absenteeism (20 days or more per year)	[ ] Seldom absent (10 days or less per year)
12. Learning rate	[ ] IQ below 90	[ ] IQ above 100
13. Ability to read	[ ] Two or more years below grade level	[ ] At or above grade level
14. School marks	[ ] Predominantly below "C"	[ ] Predominantly "B" or above
15. Reaction to school controls	[ ] Resents controls	[ ] Willingly accepts controls
16. Acceptance by pupils	[ ] Not liked	[ ] Well liked
17. Parental attitude toward graduation	[ ] Negative [ ] Vacillating	[ ] Positive [ ] United
18. Pupil interest in school work	[ ] Little or none	[ ] High
19. General adjustment	[ ] Fair or poor	[ ] Good

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APPENDIX B

WHAT IS YOUR SCHOOL CLIMATE?

WHAT IS YOUR SCHOOL CLIMATE?

Is your school's atmosphere conducive to making pupils feel good about coming to their school? Below is a checklist that may assist you in determining if your school contributes to a positive school climate.

	Yes	No	Needs Attn.
• Does our school have strategies for early intervention with uninvolved, isolated, socially-lost pupils?	[ ]	[ ]	[ ]
• Does our school have easy accessibility to all teachers or administrators?	[ ]	[ ]	[ ]
• Are our pupils proud of their school?	[ ]	[ ]	[ ]
• Does our school reflect a feeling of caring and trust?	[ ]	[ ]	[ ]
• Do our pupils feel that what they are learning is important to their future and current personal lives?	[ ]	[ ]	[ ]
• Are our pupils accountable for our codes of behavior?	[ ]	[ ]	[ ]
• Does our school have clearly stated goals?	[ ]	[ ]	[ ]
• Does our school have a complete and understandable discipline policy?	[ ]	[ ]	[ ]
• Does our school have a complete and understandable attendance policy?	[ ]	[ ]	[ ]
• Is the feeling of the community supportive of our school's efforts?	[ ]	[ ]	[ ]
• Is our discipline administered in a firm, fair, and consistent manner?	[ ]	[ ]	[ ]
• Does a plan exist in our school to reduce vandalism?	[ ]	[ ]	[ ]
• Is there a philosophy in our school that discipline is everyone's responsibility, not just an administration/counseling one?	[ ]	[ ]	[ ]
• Do teachers in our school contact parents on a regular basis?	[ ]	[ ]	[ ]
• Are there reasonable alternatives to suspension in our school?	[ ]	[ ]	[ ]
• Are pupils apprehensive about their personal safety in halls, restrooms, and lunch area?	[ ]	[ ]	[ ]

APPENDIX C

HOW MUCH DO YOU KNOW ABOUT YOUR PUPILS?

HOW MUCH DO YOU KNOW ABOUT YOUR PUPILS?

The following list contains many characteristics of pupils who have dropped out of school. Please check (X) those characteristics that describe high risk pupils and dropouts in *your* school district. Check all that apply.

[ ] poor grades overall

[ ] low math scores

[ ] failed in other schools

[ ] low perceptual performance in one or more areas

[ ] verbal deficiency

[ ] gifted and/or talented abilities, but bored with school

[ ] been retained a grade

[ ] expressed feelings of not belonging in school

[ ] poor social adjustment

[ ] fails to see relevance of education to the life experience

[ ] frequent health problems

[ ] acts socially or emotionally disturbed

[ ] general unacceptance by school staff

[ ] father/parent absent from home

[ ] generally not accepted by his/her peers ("a loner")

[ ] low income family/serious economic problems

[ ] low or inappropriate self-concept

[ ] frequent truancy

[ ] low reading scores

[ ] no future orientation

[ ] immature, suggestible, easily distracted behaviors

[ ] inability to identify with others

[ ] inability to tolerate structured activities

[ ] lack of identity with school

[ ] inability to relate to authority figures

[ ] disruptive behaviors

[ ] inability to function properly within traditional classroom

[ ] been emotionally neglected

[ ] rebellious attitudes toward authority

[ ] friends who are mostly older and out of school

[ ] non-English speaking home

[ ] siblings or parents who have been dropouts

[ ] has moved more than other students

[ ] frequent contacts with police

APPENDIX D

EARLY IDENTIFICATION OF A POTENTIAL DROPOUT

EARLY IDENTIFICATION OF A POTENTIAL DROPOUT

Check only those areas that apply to the named individual.

NAME_____ GRADE_____ DATE_____

NON-SCHOOL-RELATED FACTORS

[ ] Poor social adjustment, perhaps socially and emotionally disturbed

[ ] Low perceptual performance

[ ] Low self-concept/low level of self-esteem

[ ] Immature, suggestible, easily distracted, lack of future orientation

[ ] Frequent health problems

[ ] Alcohol or drug problems

[ ] Unable to identify with peers, teachers

[ ] Friends are outside of school, usually older

SCHOOL-RELATED FACTORS

[ ] Early absenteeism/truancy

[ ] Frequent tardiness

[ ] Achievement below grade level; failing classes/low test scores

[ ] Verbal deficiency

[ ] Failure in one or more schools

[ ] Disruptive behavior and/or rebellious attitudes

[ ] Classified as slow learners (IQs of 75-90)

[ ] Lack of basic skills

[ ] Has repeated at least one grade

[ ] Older than classmates

[ ] Limited extracurricular participation

[ ] Lack of identification with school; feeling of not belonging

[ ] Failure to see relevance of education – uninterested

[ ] Dissatisfaction with teachers

[ ] Feelings of rejection by school – feelings of alienation

[ ] Unable to tolerate structured activities

[ ] Friends are outside of school

FAMILY-RELATED FACTORS

[ ] Communication between home and school is usually poor

[ ] Absence of father/mother from home

[ ] Non-English speaking home

[ ] Frequent residential changes

[ ] Family violence (physical or sexual abuse)

[ ] Siblings or parents have been dropouts

[ ] Family disturbances

[ ] Tend to come from low-income families

APPENDIX E

DEFINITION OF AT-RISK STUDENTS

At-Risk Ad Hoc Committee

Attendance
Attendance is a separate category.
Severe attendance problems should be referred to the Vice Principal
Speech
If you suspect any speech problems, please refer to the Speech and Language Therapist.
Health
If you suspect any hearing, vision, dental, hygiene, or other related health issues, please refer to the Nurse.

Definition of At-Risk students

Grades 3-5
According to Content Standards, students two years below grade level on Benchmark Book Tests and writing benchmark as stated in Teaching Expectations are considered at risk.
Significant behavior issues at any grade level where interventions have not helped (student contracts-taking privileges away- red line- time out- parent conference-etc).
Significant health issues where the child does not have access to the core curriculum.

Grades 1-2
According to Content Standards, students one year below grade level on Benchmark Book Tests and Writing benchmark as stated in Teaching Expectations
Significant behavior issues at any grade level where interventions have not helped (student contracts-taking privileges away- red line- time out- parent conference-etc) .
Significant health issues where the child does not have access to the core curriculum.

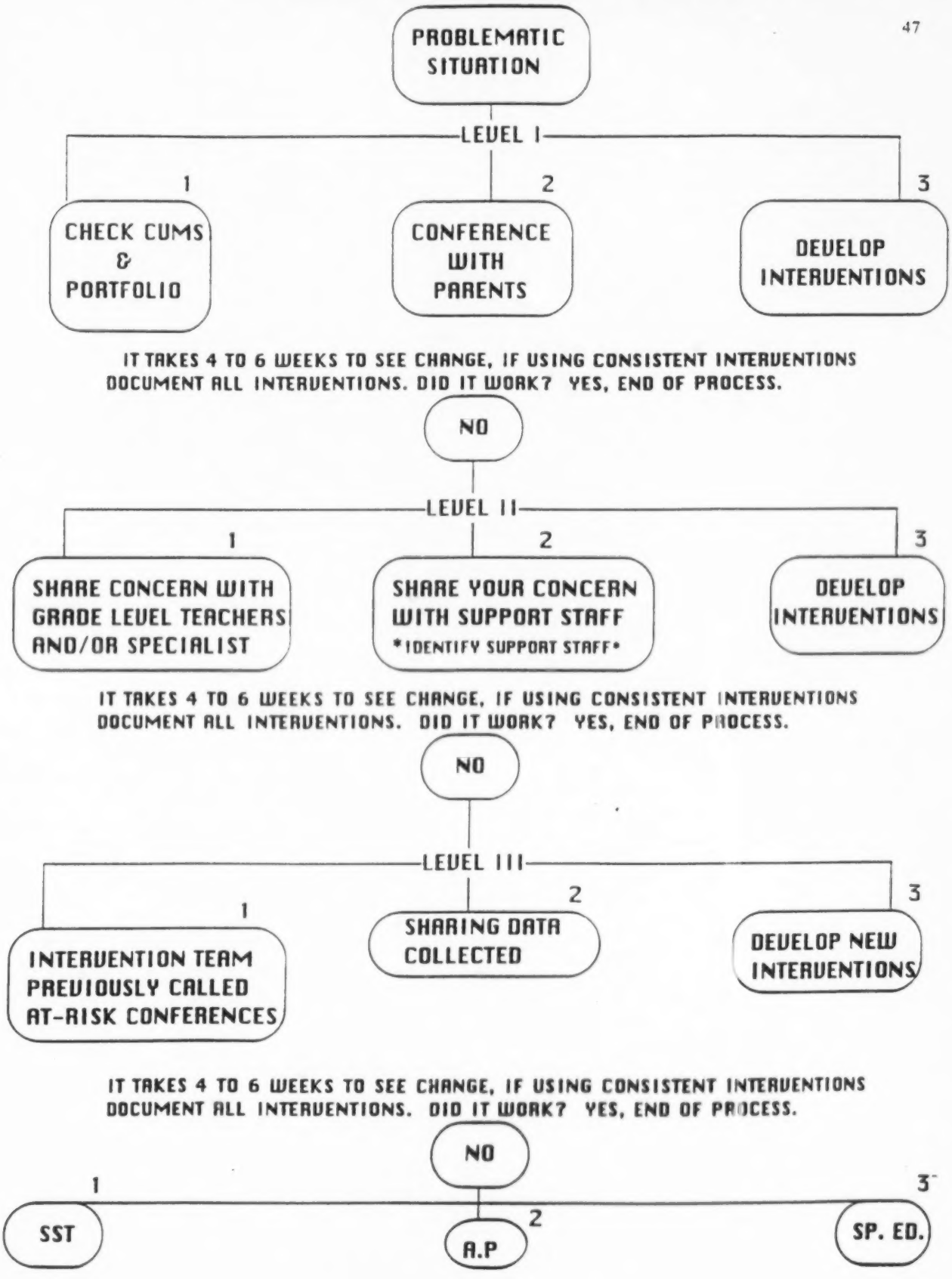
Kindergarten
Poor attendance in Kindergarten should be included. Poor attendance (5 or more absences per year except in cases of severe illnesses.
Late enrolling students(one month late) who are not performing.
Significant behavior issues where interventions have not helped (student contracts-taking privileges away- red line- time out- parent conference-etc) .
Significant health issues where the child does not have access to the core curriculum.

Reading Recovery
All reading recovery students who have exited or discontinued the reading recovery program and are still not performing at grade level are considered AT-Risk.

APPENDIX F

FLOW CHART OF AT-RISK STUDENTS

FLOW CHART OF AT-RISK STUDENTS



APPENDIX G

INTERVENTION CONFERENCES FORM

Name: _____

Birthdate: _____

Grade: _____Track_____

Primary Language: ___

LEP Level: _____, Year _____
LEP Level: _____, Year _____
LEP Level: _____, Year _____
LEP Level: _____, Year _____
LEP Level: _____, Year _____
LEP Level: _____, Year _____

CUMS:

Attendance:

Year	Grade	Number of Days Present
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# of School Changes ____ in ____ years
SAAB? ____ Yes, ____ No
Tardy Problems? ____ Yes, ____No
Did the student attend a bilingual program? ____Yes, _____ No. # of years _____

Did this child attend a preschool program? ____Yes, ____No
Retained? ____Yes, ____NO. Grade(s)? _____
Speech & Language? ____. DCS Report? ____. Guardian/Foster Parent ____.
IEP Forms? ____. At-Risk ____ Yes, ____ No.

Significant/Relevant Report Card Comments?

_____
_____
_____

Health CUMS:

Hearing? ____, Wears hearing aid? ____. Vision? ____ Wears glasses? ____
Asthma? ____. Diabetic? ____. Medication? ____.
Other health impaired problems? _____.
Additional health comments:

_____
_____
_____

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INTERVENTION FORM

PARENT CONFERENCE DATE: _____

GOALS AND INTERVENTIONS:

SUMMARY

GRADE LEVEL MEETING DATE: _____

SUGGESTIONS MADE

SHARED CONCERN/S WITH SUPPORT STAFF DATE: _____

PERSON TALKED TO: _____

SUGGESTIONS MADE

APPENDIX H

INTERVENTION RECORDS

INTERVENTI

Attach sample of wo

This is what I did	This is how I did it	Dates Frequency
Placed Jim on a contract because he is always out of his seat.	I talked to the counselor, parents, and psychologist. They gave me ideas to put the contract together.	Contract checked everyday. Every 5 good contracts, the student is rewarded.
I had the student use her spelling words in sentences she writes each day, because she takes a longer time to learn words.	I reinforced the student for learning to spell words correctly. I gave the student fewer words to learn to spell at any one time. I developed a crossword puzzle which contains only the student's spelling words and had her complete them.	I did that daily for 15 minutes. I had the student read them before she went home 3 times a week.

ON RECORD
rk or behavioral plan

This is what the student did	Results	Next step
At the end of each day, we discuss what went right, and what went wrong. Student shares his day with teacher, and takes his contract to share with principal & parents.	Student slightly improved. Student likes being on a contract.	Continue use of contract. Meet with parents to discuss improvement.
The student read her spelling word list, sounded them out, used magnet letters to spell, taped the words and listened to her voice spelling the words.	Seeing some progress, student now is able to spell 6 out of 9 words taught.	Add words to the student's spelling list. Involve parents and have them help the student at home.

INTERVEN

Attach sample of

Student goal/s	Interventions	Dates Frequency	Th ar
Comprehend what she is reading	Teach the student to use context clues to identify words she does not know	1/day for 20 min.	Th Lo re Id
	Teach the student to identify main points in the text	20 min. 3/week	Sh pa se wi
	Practice fluency skills through reading materials that is of interest	5/week	Ch le

NTION RECORD
work or behavioral plan

is is what the student did nd to what extent	Next step
e student read the passage. oked at the picture, tried lating picture to story, expressed eas with 25 % accuracy.	Teach student how to use surrounding words to help define the unknown word.
ared what the story is about, ge by page summarized in a ntence or two what happened lth 50% accuracy	Take one paragraph and have the child give me one word that best describes the paragraph
ild fluency rate went up one vel	Continue with this strategy

INTERVENTI

Attach sample of wo

Student goal/s	Interventions	Dates Frequency	This and

ION RECORD
rk or behavioral plan

is what the student did to what extent	Next step